



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8045 E. Portobello Ave., Mesa, AZ 85212

Gilbert Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Performing

(a) For additional information,
please refer to Achievement
Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information,
please refer to the AYP page in this
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Dr. Karen Kaye Coleman
Schedule : 08:00 AM to 04:00 PM
Grades : Pre-K-6
Web Address : gilbert.k12.az.us/info/schools/boulder/boulde
Phone Number : (480) 507-1404
Fax Number : (480) 507-1666
E-mail : karen_coleman@gilbert.k12.az.us

Mission

The mission of the Boulder Creek Elementary Community is to promote a safe nurturing environment that can offer opportunities for students to become independent, lifelong learners who are confident high achieving readers, innovative expressive writers, strong mathematicians who are also contributing members of society well versed in sciences, social studies, and the arts that will enable them to succeed in a multi-cultural global society.

School / Academic Goals

- ü To build a school-community partnership which involves parents, teachers, students and our business community.
- ü To integrate the Character Counts! program and our school theme into all aspects of our school. Each month a new character trait is explored. They include Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

Enrollment

October 1, 2005 School Year Student Enrollment : 876
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 48

Instructional Programs

- Ü On-site Special Education
- Ü Integrated Curriculum/Instruction
- Ü Gifted
- Ü ELL Instruction

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/9/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We adhere to high academic standards for all students. We emphasize a school-community partnership. School safety and activities to enhance self-esteem are given high priority. Special area classes assist students in meeting their goals.

Parents

Parents are encouraged to participate at Boulder Creek through the PTSO, and the classroom volunteer program. It is the parents' responsibility for ensuring their children arrive on time, in appropriate attire, with completed assignments.

Transportation Policy

Boulder Creek serves an area which is approx. 6.5 square miles in size. The square mile adjacent to the school is densely populated and students walk or ride bicycles. Crossing guards assist students at two different locations before and after school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü National Board Certified Teacher	2005
Ü Reading Renaissance Master School 4 years	2006
Ü Battle of the Books District Winner 3 years in a row	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	2749	80010	98	98	99	463	475	447	5	4	10	13	9	18	54	50	53	28	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1307	38935	100	99	99	461	474	447	3	4	9	13	8	19	58	51	55	25	37	17
Male	67	1442	40974	97	98	98	466	476	448	6	3	11	13	9	18	51	50	52	30	38	19
African American	NC	127	4201	NC	99	99	NC	452	430	NC	9	17	NC	14	23	NC	57	51	NC	19	9
Hispanic	38	460	34545	100	98	99	449	456	432	3	4	14	18	13	24	66	65	53	13	19	9
Asian/Pacific Islander	NC	110	2068	NC	99	99	NC	481	474	NC	5	4	NC	8	10	NC	44	50	NC	43	36
American Indian/Alaskan Native	--	23	3979	--	88	96	--	462	424	--	NA	17	--	13	30	--	65	47	--	22	6
White	78	2029	35142	96	99	99	473	481	465	6	3	5	8	7	11	49	47	56	37	43	28
Students with Disabilities	20	414	10161	91	93	93	418	440	419	20	16	28	50	27	28	25	39	36	5	18	8
Students without Disabilities	107	2335	69849	100	100	100	472	481	451	2	1	7	7	5	17	60	52	56	32	41	19
Limited English Proficient Students	17	99	14013	100	95	97	423	429	413	6	12	24	29	24	34	65	59	39	NA	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	42	583	39029	100	97	98	452	454	432	2	6	14	17	15	25	64	60	52	17	19	9
Non-Economically Disadvantaged	85	2166	40981	98	99	100	469	481	462	6	3	6	12	7	13	49	47	54	33	43	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	2707	79438	95	97	98	466	480	451	7	3	9	16	12	24	58	62	56	18	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1290	38775	98	98	99	475	487	457	3	2	7	15	9	22	59	61	58	22	27	13
Male	63	1417	40560	91	96	97	457	474	446	11	3	12	17	14	25	57	62	54	14	20	9
African American	NC	125	4178	NC	98	98	NC	458	439	NC	6	13	NC	25	29	NC	59	52	NC	10	6
Hispanic	38	455	34297	100	97	98	445	464	434	11	5	14	24	16	31	61	69	50	5	10	5
Asian/Pacific Islander	NC	109	2063	NC	98	99	NC	482	475	NC	3	3	NC	13	15	NC	56	63	NC	28	20
American Indian/Alaskan Native	--	22	3940	--	85	95	--	469	429	--	9	14	--	5	36	--	68	47	--	18	3
White	73	1996	34887	90	97	98	482	485	471	4	2	4	10	10	15	60	61	63	26	27	18
Students with Disabilities	15	373	9588	68	84	88	416	445	416	33	13	30	27	31	32	33	46	34	7	9	5
Students without Disabilities	107	2334	69850	100	99	100	473	485	456	4	1	7	15	9	23	62	64	59	20	25	12
Limited English Proficient Students	17	98	13856	100	94	96	404	423	407	29	17	27	29	37	43	41	43	29	NA	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	41	573	38685	98	96	97	447	461	435	10	5	14	22	20	32	63	65	50	5	11	5
Non-Economically Disadvantaged	81	2134	40753	93	97	99	476	485	467	6	2	5	14	10	16	56	61	62	25	27	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	2749	79971	100	98	99	436	448	423	6	3	8	33	28	41	59	64	49	2	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1307	38974	100	99	99	455	461	437	NA	3	5	30	20	33	65	70	57	5	7	4
Male	69	1442	40895	100	98	98	420	436	410	12	4	10	35	35	47	54	58	41	NA	3	2
African American	NC	126	4203	NC	98	99	NC	429	411	NC	7	11	NC	33	45	NC	57	43	NC	2	2
Hispanic	38	461	34481	100	98	99	430	436	410	5	4	10	34	33	46	58	61	43	3	2	1
Asian/Pacific Islander	NC	109	2067	NC	98	99	NC	457	449	NC	3	4	NC	26	28	NC	61	60	NC	11	8
American Indian/Alaskan Native	--	23	3995	--	88	96	--	426	409	--	NA	10	--	57	47	--	43	42	--	NA	1
White	80	2030	35150	99	99	99	439	451	437	8	3	5	31	26	35	59	66	56	3	5	5
Students with Disabilities	22	412	10258	100	93	94	372	407	377	27	13	23	50	50	51	23	35	25	NA	2	1
Students without Disabilities	107	2337	69713	100	100	100	450	455	429	2	2	5	29	24	39	66	69	52	3	5	3
Limited English Proficient Students	17	99	13985	100	95	97	396	405	382	6	6	18	76	58	54	18	36	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	42	585	38994	100	98	98	431	430	409	2	5	10	50	39	47	48	53	41	NA	2	1
Non-Economically Disadvantaged	87	2164	40977	100	99	100	439	453	437	8	3	5	24	25	34	64	67	56	3	6	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2846	80147	98	98	99	499	511	482	3	3	11	6	6	17	63	49	49	27	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1386	39281	100	98	99	490	511	483	3	3	9	8	5	17	74	51	50	15	41	24
Male	64	1458	40780	97	98	98	508	511	482	3	3	12	5	8	17	53	48	48	39	42	24
African American	NC	123	4249	NC	96	99	NC	488	464	NC	7	17	NC	17	22	NC	58	48	NC	19	13
Hispanic	32	468	33494	97	96	99	478	493	466	3	5	15	13	12	23	75	56	49	9	27	14
Asian/Pacific Islander	NC	156	2103	NC	100	99	NC	525	515	NC	3	4	NC	4	8	NC	38	44	NC	55	45
American Indian/Alaskan Native	NC	25	4117	NC	96	96	NC	493	456	NC	8	19	NC	4	27	NC	60	46	NC	28	8
White	74	2074	36122	99	98	99	511	516	501	NA	2	5	4	5	10	58	48	50	38	45	35
Students with Disabilities	18	371	10295	90	88	92	468	467	443	6	16	33	17	22	26	72	47	33	6	14	8
Students without Disabilities	108	2475	69852	100	100	100	504	518	488	3	1	7	5	4	16	62	49	51	31	46	26
Limited English Proficient Students	NC	84	12722	NC	94	97	NC	465	441	NC	10	27	NC	29	33	NC	51	37	NC	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	39	592	38371	98	96	97	474	490	465	8	6	15	10	13	23	72	56	49	10	25	13
Non-Economically Disadvantaged	87	2254	41776	99	99	100	510	517	498	1	2	6	5	5	11	60	47	49	34	46	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2812	79686	98	97	98	490	499	470	3	2	11	13	11	24	71	70	57	12	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1376	39163	100	97	99	488	504	475	3	2	9	16	8	22	71	70	60	10	20	10
Male	64	1434	40438	97	96	97	492	494	465	3	2	13	11	13	25	72	70	54	14	14	7
African American	NC	122	4228	NC	95	98	NC	482	458	NC	6	15	NC	18	28	NC	66	53	NC	10	4
Hispanic	32	463	33299	97	95	98	469	481	452	6	5	17	28	18	32	63	68	47	3	8	3
Asian/Pacific Islander	NC	154	2097	NC	99	99	NC	503	490	NC	1	5	NC	11	13	NC	73	68	NC	15	14
American Indian/Alaskan Native	NC	25	4087	NC	96	96	NC	482	446	NC	NA	16	NC	16	38	NC	84	44	NC	NA	2
White	74	2048	35914	99	97	98	500	503	489	NA	1	5	7	8	15	80	71	67	14	20	14
Students with Disabilities	18	338	9808	90	80	87	463	467	432	6	9	35	33	30	32	56	53	30	6	7	3
Students without Disabilities	108	2474	69878	100	100	100	495	503	475	3	1	8	10	8	23	74	73	61	13	18	9
Limited English Proficient Students	NC	83	12594	NC	93	96	NC	448	422	NC	16	34	NC	39	45	NC	42	21	NC	4	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	39	581	38095	98	94	97	466	481	452	10	5	17	28	20	32	56	66	48	5	9	3
Non-Economically Disadvantaged	87	2231	41591	99	98	99	501	503	486	NA	1	6	7	8	16	78	71	65	15	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	2875	80372	100	99	99	490	497	475	2	2	4	14	16	30	81	77	64	3	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1406	39452	100	99	99	497	508	488	NA	1	3	13	12	22	84	81	72	3	7	3
Male	66	1467	40836	100	98	98	483	487	464	3	3	6	15	21	37	79	74	56	3	3	1
African American	NC	125	4264	NC	98	99	NC	485	465	NC	2	5	NC	22	35	NC	74	59	NC	2	1
Hispanic	33	477	33608	100	98	99	478	486	462	NA	3	6	21	18	36	79	77	57	NA	3	1
Asian/Pacific Islander	NC	156	2098	NC	100	99	NC	508	500	NC	3	2	NC	12	16	NC	74	75	NC	11	7
American Indian/Alaskan Native	NC	26	4128	NC	100	97	NC	497	464	NC	NA	4	NC	23	39	NC	73	56	NC	4	1
White	75	2091	36213	100	99	99	496	499	489	3	1	2	9	16	22	83	78	72	5	5	3
Students with Disabilities	20	401	10526	100	95	94	446	452	427	5	7	15	40	45	53	55	47	31	NA	1	1
Students without Disabilities	108	2474	69846	100	100	100	498	504	482	1	1	3	9	12	26	86	82	69	4	5	2
Limited English Proficient Students	NC	87	12747	NC	98	97	NC	446	432	NC	10	12	NC	34	52	NC	55	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	40	604	38521	100	98	98	473	479	461	3	3	6	25	25	38	70	70	55	3	1	1
Non-Economically Disadvantaged	88	2271	41851	100	99	100	498	502	489	1	1	3	9	14	22	86	79	72	3	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	2841	79306	100	99	99	516	529	504	6	5	13	19	11	20	53	52	49	23	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1394	38845	100	99	99	515	531	505	5	4	11	23	12	20	48	52	50	23	33	18
Male	68	1446	40383	100	99	98	517	528	504	6	5	14	15	11	19	57	53	47	22	31	19
African American	NC	119	4171	NC	98	98	NC	495	485	NC	11	20	NC	22	26	NC	55	44	NC	13	10
Hispanic	30	450	32673	97	99	99	488	509	487	3	7	18	33	17	25	63	59	46	NA	17	10
Asian/Pacific Islander	NC	135	2147	NC	100	99	NC	548	539	NC	3	5	NC	6	10	NC	44	46	NC	47	40
American Indian/Alaskan Native	--	20	4034	--	100	97	--	539	479	--	10	22	--	NA	29	--	45	43	--	45	7
White	87	2116	36234	100	99	99	527	534	523	6	4	6	14	10	13	49	51	52	31	35	28
Students with Disabilities	11	358	10286	100	94	91	470	483	462	45	24	41	18	29	27	36	35	27	NA	12	5
Students without Disabilities	113	2483	69020	100	100	100	520	536	510	2	2	9	19	8	18	55	55	52	25	35	21
Limited English Proficient Students	NC	73	10291	NC	99	96	NC	481	458	NC	18	38	NC	33	34	NC	44	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	42	556	37437	100	97	97	501	505	486	5	10	19	21	18	26	64	55	46	10	16	9
Non-Economically Disadvantaged	82	2285	41869	100	100	100	523	535	521	6	3	7	17	9	14	48	52	51	29	36	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	2799	79000	99	98	98	502	514	489	2	2	10	21	12	24	63	69	58	13	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1385	38774	100	98	99	507	520	494	4	2	7	18	9	22	64	69	61	14	20	10
Male	67	1413	40150	99	97	98	497	509	485	1	3	12	24	14	25	63	69	55	12	14	8
African American	NC	115	4153	NC	94	98	NC	490	476	NC	3	13	NC	28	30	NC	62	53	NC	7	4
Hispanic	30	435	32508	97	96	98	482	498	472	10	4	15	23	19	33	67	69	49	NA	8	3
Asian/Pacific Islander	NC	133	2142	NC	99	99	NC	521	510	NC	3	4	NC	8	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	--	19	4016	--	95	96	--	515	467	--	5	14	--	5	37	--	74	46	--	16	2
White	86	2096	36135	100	98	98	509	519	508	NA	2	4	20	10	14	62	69	67	19	19	15
Students with Disabilities	10	315	9991	91	83	88	NA	477	449	NA	13	33	NA	33	36	NA	46	29	NA	8	2
Students without Disabilities	113	2484	69009	100	100	100	505	519	495	1	1	6	20	9	22	65	72	62	14	18	10
Limited English Proficient Students	NC	72	10199	NC	97	95	NC	462	439	NC	15	35	NC	44	47	NC	40	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	42	534	37234	100	93	97	488	494	472	2	4	15	24	21	33	71	68	50	2	7	3
Non-Economically Disadvantaged	81	2265	41766	99	99	99	509	519	505	2	2	5	20	10	16	59	69	65	19	19	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	2841	79611	100	99	99	501	515	496	3	3	7	38	27	37	58	69	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1396	39016	100	99	99	521	531	511	NA	1	4	29	17	29	71	80	66	NA	1	1
Male	69	1444	40519	100	99	98	484	500	482	6	4	10	46	37	44	48	59	46	NA	0	0
African American	NC	119	4188	NC	98	98	NC	495	486	NC	4	9	NC	37	40	NC	59	50	NC	NA	0
Hispanic	31	448	32855	100	99	99	482	501	481	6	5	10	48	32	43	45	63	47	NA	NA	0
Asian/Pacific Islander	NC	134	2149	NC	99	100	NC	519	519	NC	6	4	NC	19	24	NC	73	70	NC	2	2
American Indian/Alaskan Native	--	20	3992	--	100	96	--	518	478	--	5	10	--	20	46	--	70	44	--	5	0
White	87	2119	36380	100	99	99	507	519	511	2	2	4	36	27	30	62	71	65	NA	1	1
Students with Disabilities	12	357	10664	100	94	94	433	460	440	17	13	23	67	57	54	17	29	22	NA	0	1
Students without Disabilities	113	2484	68947	100	100	100	508	523	504	2	1	4	35	23	34	63	75	61	NA	1	1
Limited English Proficient Students	NC	74	10362	NC	100	97	NC	471	438	NC	11	22	NC	59	57	NC	30	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	42	555	37626	100	97	98	496	494	479	NA	6	10	55	38	45	45	55	45	NA	1	0
Non-Economically Disadvantaged	83	2286	41985	100	100	100	503	520	511	5	2	4	30	25	30	65	73	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	2911	79327	98	98	98	533	548	518	10	7	19	14	10	20	55	56	46	21	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1431	38961	97	98	98	538	548	520	5	6	16	17	9	20	57	57	48	21	28	16
Male	54	1480	40295	100	98	97	528	547	516	15	7	21	11	10	19	54	54	44	20	28	16
African American	NC	141	4247	NC	98	98	NC	530	499	NC	10	27	NC	16	24	NC	56	41	NC	18	8
Hispanic	23	493	32327	96	96	98	514	529	499	13	10	27	13	16	25	70	57	41	4	17	8
Asian/Pacific Islander	NC	120	1939	NC	99	99	NC	574	556	NC	3	6	NC	7	10	NC	48	47	NC	43	36
American Indian/Alaskan Native	NC	28	4391	NC	97	96	NC	539	489	NC	4	32	NC	11	27	NC	68	36	NC	18	4
White	79	2129	36373	99	99	98	541	552	538	10	6	10	11	8	14	52	56	52	27	31	25
Students with Disabilities	13	360	9321	87	89	87	509	493	467	23	36	54	23	23	22	31	33	21	23	8	3
Students without Disabilities	99	2551	70006	100	100	100	536	555	524	8	2	14	13	8	19	59	59	49	20	31	18
Limited English Proficient Students	NC	47	9431	NC	96	95	NC	486	466	NC	34	53	NC	28	27	NC	36	18	NC	2	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	31	588	37097	94	95	97	517	527	498	19	12	27	19	18	25	52	54	41	10	17	7
Non-Economically Disadvantaged	81	2323	42230	100	99	99	540	553	535	6	5	11	12	7	15	57	56	50	25	31	24

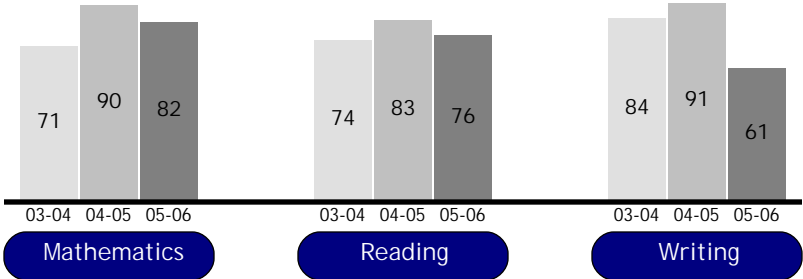
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	2886	79501	98	97	98	509	523	497	4	3	10	19	11	25	74	78	60	3	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1426	39062	97	98	99	514	527	502	2	2	8	16	8	23	78	80	64	5	10	5
Male	54	1460	40368	100	97	98	503	518	491	7	3	13	22	13	27	70	77	57	NA	6	3
African American	NC	141	4279	NC	98	99	NC	511	485	NC	3	14	NC	20	30	NC	74	54	NC	4	2
Hispanic	23	489	32389	96	96	98	494	509	478	4	5	16	30	18	34	65	73	48	NA	4	1
Asian/Pacific Islander	NC	119	1936	NC	98	99	NC	531	519	NC	2	3	NC	8	14	NC	78	73	NC	13	9
American Indian/Alaskan Native	NC	28	4401	NC	97	96	NC	518	473	NC	4	17	NC	4	40	NC	86	43	NC	7	1
White	79	2109	36446	99	98	99	515	526	516	5	2	4	14	9	15	77	80	73	4	9	7
Students with Disabilities	13	335	9411	87	83	88	482	480	453	15	16	36	38	35	36	46	48	26	NA	1	1
Students without Disabilities	99	2551	70090	100	100	100	512	528	502	3	1	7	16	8	24	78	82	65	3	9	5
Limited English Proficient Students	NC	46	9401	NC	94	94	NC	456	443	NC	33	40	NC	43	46	NC	22	14	NC	2	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	31	581	37183	94	94	97	490	507	479	3	4	16	32	18	34	65	75	49	NA	2	1
Non-Economically Disadvantaged	81	2305	42318	100	98	99	516	527	513	5	2	5	14	9	17	78	79	70	4	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	2928	80000	100	99	99	575	588	564	3	1	3	5	5	11	84	75	75	8	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1439	39288	100	99	99	592	601	579	NA	1	2	2	2	6	88	73	77	10	25	16
Male	54	1489	40644	100	99	98	556	575	549	6	2	4	9	8	15	80	77	74	6	13	7
African American	NC	144	4307	NC	100	99	NC	577	551	NC	1	4	NC	6	13	NC	79	75	NC	13	7
Hispanic	24	499	32672	100	97	99	575	579	548	NA	2	4	8	5	14	88	79	76	4	13	6
Asian/Pacific Islander	NC	121	1945	NC	100	99	NC	605	592	NC	NA	1	NC	4	4	NC	69	69	NC	27	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	589	549	NC	NA	3	NC	7	14	NC	79	77	NC	14	5
White	80	2135	36602	100	99	99	572	590	579	4	1	2	5	5	7	83	74	75	9	20	16
Students with Disabilities	15	378	9919	100	93	93	504	532	505	13	6	9	27	25	35	53	66	54	7	3	2
Students without Disabilities	99	2550	70081	100	100	100	585	596	571	1	1	2	2	2	7	89	76	79	8	21	12
Limited English Proficient Students	NC	48	9571	NC	98	96	NC	527	502	NC	6	10	NC	21	29	NC	71	60	NC	2	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	32	599	37534	97	97	98	561	572	547	3	2	4	13	8	15	81	81	76	3	9	5
Non-Economically Disadvantaged	82	2329	42466	100	99	100	580	592	578	2	1	2	2	4	7	85	74	75	10	21	16

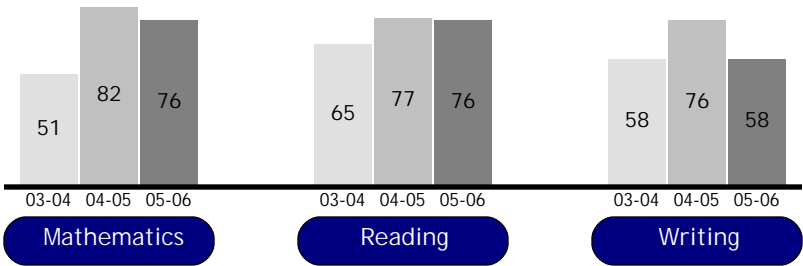
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	71	NA	58	100	57	61	47	100	58	65	46
	Language	98	70	63	50	100	58	60	47	100	54	65	48
	Mathematics	98	84	76	64	100	57	63	50	100	58	65	52
3	Reading	100	64	NA	55	99	53	60	44	95	59	67	46
	Language	100	70	76	61	99	52	57	44	100	50	61	46
	Mathematics	100	65	72	61	99	62	65	51	99	59	68	52
4	Reading	100	68	NA	56	98	55	61	48	99	67	70	52
	Language	100	70	66	52	98	55	60	49	100	65	68	52
	Mathematics	100	76	73	61	100	64	68	53	99	68	73	58
5	Reading	100	67	NA	55	100	56	63	50	98	70	73	56
	Language	100	61	63	49	100	55	62	50	100	61	70	54
	Mathematics	100	77	77	63	100	55	62	49	99	58	67	52
6	Reading	100	69	NA	56	100	60	64	51	98	68	75	56
	Language	100	60	64	48	100	58	62	47	100	59	68	50
	Mathematics	100	77	81	66	100	62	69	52	98	68	75	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Boulder Creek Elementary

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Planning Special Events
- Ü Liaison to PTA
- Ü School/Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	56.00
Other Professional Staff	5.00	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	5	0	0
4 to 6 years	7	4	0	0
7 to 9 years	8	6	0	1
10 or more years	7	11	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	49
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Rock Wall
- Ü Access to Media/Video/Phone/Technology

Extracurricular Activities

- Ü Student Council
- Ü Chorus
- Ü Intramural Sports and Fun Runs
- Ü Chess Club
- Ü Battle of the Books Team

Social Services

- Ü Social Worker
- Ü Parenting Program (Grades K-6)
- Ü Health Services
- Ü Recreational Activities
- Ü Monthly Immunization Clinic

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü PTSO and Staff have prompted several events. We had a Bulldog Boneanza, Holiday Dinner, Family BBQ, and Ice Cream Social. Businesses have donated generously.
- ü Teachers have been trained and are implementing Character Counts. Character Counts is a program that teaches the 6 pillars of character.
- ü Our Battle of the Books Team won the First place District trophy three years in a row.
- ü We are a Master School through Reading Renaissance. This program recognizes schools that have less than 15 percent at risk students in reading. We have achieved this honor 4 years in a row.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Boulder Creek utilizes peaceful playground for conflicts. We have a social worker who works individually and in small groups with students that have special needs.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Karen Coleman	(480) 507-1404
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Krista Fancy	(480) 507-1404
School Nutrition Programs	Deb McCarron	(480) 497-3370
Parent Organization	Richard Dodds	(480) 507-1404
Student Health/Nurse	Donna Sheesly	(480) 507-1404

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.